



POSITION: Special Education Teacher

REPORTS TO: Director of Special Programs/Principal

CONTRACT DAYS: 190 Days

FLSA Status: Exempt

Summary:

Plans and provides instruction to students with disabilities in activities designed to promote social, physical, and intellectual growth in the subject matter and skills that will contribute to their development as College and/or Career Ready men and women.

Essential Duties and Responsibilities:

- Teaches using evidence-based curriculum through an evidence-based instructional model.
- Plans and prepares for individual and small group instruction using data and IEP goals to drive groupings.
- Creates a classroom culture that is conducive to learning and appropriate to the maturity and interest of the students by building rapport with students, parents, service providers, and other teachers.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Analyze data including screening instruments, evaluation results, and observation records to develop an appropriate Individual Education Plan (IEP) for identified students with disabilities
- Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Demonstrate a working knowledge of current legislation, regulations, policies, and ethical issues related to the provision of educational services, including least restrictive environment (LRE), due process, assessment, transition, supplemental services and supports, specialized health care and assistive technology for students with disabilities.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Evaluates pupils' academic and social growth, keeps appropriate records, and prepares progress reports.
- Encourages students to set and maintain standards of classroom behavior.
- Utilize strong organizational skills and flexibility to establish and maintain appropriate schedules for providing direct services and documentation, consultation, and professional collaboration.

- Write, prepare, and lead IEP meetings for students with professionalism and in compliance with local, state, and federal regulations.
- Attend department meetings and training as required.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations.
- Is available to students and parents for education-related purposes outside the instructional day.
- Performs other duties as may be assigned.

Education and Experience:

Bachelor's degree from an accredited college or university required. Candidates enrolled in an approved educator preparation or alternative certification program and eligible for South Carolina initial certification in Special Education may also be considered.

Certificates, Licenses, Registrations:

Valid South Carolina teaching certificate with appropriate Special Education area for position.

Supervisory Responsibilities:

Oversees the work of assigned instructional aides and volunteers as needed

Language Skills:

Ability to read, analyze, and interpret state and federal government regulations. Ability to effectively present information and respond to questions from teachers, parents, and school personnel in both spoken and written language. Ability to read, analyze and interpret professional journals, technical procedures and instructional manuals. Ability to design and write professional development plans, reports and data entry procedures. Ability to effectively present professional development and training and respond to questions from groups of educators, trainees, administrators and organization members.

Mathematical Skills:

Ability to work with mathematical concepts such as probability and statistical inference and in the display and interpretation of assessment data. Ability to apply basic concepts of statistical analysis, fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability:

Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to problem-solve, review and interpret data. Ability to interpret and carry out instructions furnished in written, oral, diagram or schedule form. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to analyze information and use logic to address work related issues and problems. Ability to quickly assess employee, departmental, and administrative needs and provide timely feedback.

Other Skills and Abilities:

- Ability to apply knowledge of laws and regulations in a specific field.
- Ability to interpret and utilize assessment data.

- Ability to perform duties with awareness of all district requirements and Board of Education policies.
- Ability to apply knowledge of current research and theory to instructional programs; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned.
- Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.
- Proficiency with Microsoft applications such as Excel, Word, and PowerPoint required.
- Ability to perform duties with a high level of detail and accuracy.
- Ability to self-monitor and manage multiple tasks while working individually and with members of a group.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee will occasionally lift and/or move up to 25 pounds such as boxes of materials. The employee will sometimes push/pull items such as furniture or boxes of materials.

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee occasionally will stand or walk. The employee is occasionally required to reach with hands and arms and will frequently repeat the same hand, arm or finger motion such as when typing.

The employee will frequently interact with the public and other staff members. Specific vision abilities required by this job include close vision.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in this environment varies. When visiting a building the noise level will be loud, in the office, quiet and at meetings, moderate.

TERMS OF EMPLOYMENT:

The terms of employment detailed in this job description are based on full time employment during an entire school year. Conditions of employment are adjusted for part time employees or individuals who are hired for less than an entire school year.

EVALUATION:

Performance of this job will be evaluated annually according to Board Policy.

DISCLAIMER STATEMENT:

The information contained in this job-description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.